

Year 7 Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>My Sister Lives On The Mantelpiece (Lang AO1 AO2 AO4)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters</p>	<p>Victorian Non-Fiction (Children) (Lang AO1 AO2 AO5 AO6)</p> <p>Skills: Language analysis Writing for purpose audience format. Technical accuracy</p> <p>Knowledge: Rhetorical devices Transactional writing structure Socratic writing.</p>	<p>Women in Literature (Lang AO1 AO2 AO5 AO6)</p> <p>Skills: Creating imagery Using descriptive techniques Responding to prompts Technical accuracy Language analysis</p> <p>Knowledge: Language devices Original writing structure Characterisation</p>	<p>Nature Poetry (Lit AO1 AO2 AO4)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters Approaching an unseen text.</p>	<p>Percy Jackson (Lang AO1 AO2 AO3 AO4)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters Classical allusions</p>	<p>The Tempest (Lit AO1 AO2 AO3 AO4)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters Dramatic conventions</p>
Maths	<p>Basic algebra</p> <ul style="list-style-type: none"> Understand and use the concepts of expressions, equations, formulae and terms Use and interpret algebraic notation, Simplify and manipulate algebraic expressions a bracket Interpret simple expressions as functions Substitute numerical values into formulae <p>Calculations with integers, decimals and directed numbers</p> <ul style="list-style-type: none"> Understand and use place value Apply the four operations, to integers and decimals Use conventional notation for priority of operations, order numbers including decimals. <p>Presenting data</p> <ul style="list-style-type: none"> Explore types of data Construct and interpret graphs Select appropriate graphs and charts. 	<p>Prime factors, HCF and LCM</p> <ul style="list-style-type: none"> Use the concepts and vocabulary Use positive integer powers and associated real roots sequences of triangular, square and cube numbers, simple arithmetic progressions <p>Fractions and decimals</p> <ul style="list-style-type: none"> Express one quantity as a fraction of another, Define percentage as 'number of parts per hundred' Express one quantity as a percentage of another Apply the four operations to proper fractions, improper fractions and mixed numbers Be able to compare different fractions 	<p>2D and 3D shapes</p> <ul style="list-style-type: none"> Use conventional terms and notations: Use the standard conventions for labelling Draw diagrams from written description Identify properties of the faces, surfaces, edges and vertices of: Derive and apply the properties and definitions of: special types of quadrilaterals, <p>Angle facts and rules</p> <ul style="list-style-type: none"> Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles Understand and use alternate and corresponding angles on parallel lines Derive and use the sum of angles in a triangle to derive properties of regular polygons) <p>Solving equations</p> <ul style="list-style-type: none"> Recognise and use relationships between operations, including inverse operations Solve linear equations in one unknown algebraically Solve linear equations with the unknown on both sides of the equation 	<p>Ratio</p> <ul style="list-style-type: none"> Understand and use ratio notation Solve problems that involve dividing in a ratio <p>Decimals and percentages</p> <ul style="list-style-type: none"> Use calculators to find a percentage of an amount using multiplicative methods Identify the multiplier for a percentage increase or decrease Use calculators to increase (decrease) an amount by a percentage Know that percentage change = actual change ÷ original amount <p>Sequences</p> <ul style="list-style-type: none"> Use and apply functions Identify sequences Generate sequences from a given nth term Calculate the nth term 	<p>Averages</p> <ul style="list-style-type: none"> Investigate averages Explore ways of summarising data Analyse and compare sets of data <p>Converting units and estimation</p> <ul style="list-style-type: none"> Use standard units of measure and related concepts Use standard units of measure using decimal quantities where appropriate Change freely between related standard units in numerical contexts Measure line segments and angles in geometric figures Round numbers and measures to an appropriate degree of accuracy Estimate answers; check calculations using approximation and estimation, Recognise and use relationships between operations, including inverse operations 	<p>Perimeter, area and volume</p> <ul style="list-style-type: none"> Use standard formulae for area and volume Find missing lengths in 2D shapes when the area is known Know formula for and calculate the area of a trapezium Find the surface area of cuboids when lengths are known Find missing lengths in 3D shapes when the volume or surface area is known Compare lengths, areas and volumes using ratio notation Identify and apply circle definitions and properties, Know the formulae: for circumference of a circle Calculate areas of circles and composite shapes <p>Transformations</p> <ul style="list-style-type: none"> Work with coordinates in all four quadrants Solve geometrical problems on coordinate axes Identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation Describe translations as 2D vectors

Year 7 Long Term Overview

Science	<p>Being a Scientist</p> <p>Developing scientific theories by having and then testing an idea, based on some prior knowledge. Investigations as a cycle, where this is then evaluated and leads to further questions.</p> <p>The idea of scientific convention, with things being done in a similar way by scientists around the world.</p>	<p>Being a Chemist</p> <p>Spiral curriculum themes: Matter and Reactions Particle model</p> <p>Being a Biologist</p> <p>Spiral curriculum themes: Organisms and ecosystems</p> <p>Genes & Organisms</p>	<p>Being a Physicist</p> <p>Spiral curriculum themes: Forces and Energy</p> <p>Energy Stores, energy transfers, efficiency</p> <p>Being a Chemist</p> <p>Spiral curriculum themes: Matter and Reactions Particle model</p>	<p>Being a Biologist</p> <p>Spiral curriculum themes: Organisms</p> <p>Reproduction</p> <p>Being a Chemist</p> <p>Spiral curriculum themes: Acids & Alkalis</p>	<p>Being a Physicist</p> <p>Spiral curriculum themes: Forces and Energy</p> <p>Energy Stores, energy transfers, efficiency</p>	<p>Being a Biologist</p> <p>Spiral curriculum themes: Organisms and ecosystems</p> <p>Ecosystems</p> <p>Being a Physicist</p> <p>Spiral curriculum themes: Forces and Energy</p> <p>Density</p>
History	<p>How did the Normans conquer England?</p> <p><i>The development of Church, state and society in Medieval Britain 1066-1509</i></p> <p>Students will explore the build-up to the Norman Conquest and the impact it had on England. They will engage with primary sources and develop their ability to make supported historical judgements based on evidence.</p>	<p>What was life like in medieval England?</p> <p><i>The development of Church, state and society in Medieval Britain 1066-1509</i></p> <p>Students will explore what life was like for people in medieval England, considering power, the economy, the role of the Church and religion, and the experience of women. They will also study turning points like the Peasant's Revolt and the Black Death.</p>	<p>How did the Silk Roads become the centre of the medieval world?</p> <p><i>A study of a significant society or issue in world history and its interconnections with other world developments</i></p> <p>Students will explore the development of the Silk Road and its importance to medieval Asia and Europe, as well as its longer-term legacy. Students will engage with extracts from Peter Frankopan's <i>The Silk Roads</i> and develop their understanding of how historical interpretations are created. They will also study the Crusades and the importance of this conflict.</p>	<p>Was medieval Africa more powerful than medieval Europe?</p> <p><i>A study of a significant society or issue in world history and its interconnections with other world developments</i></p> <p>Students will explore the civilisations of Africa during the medieval period. They will consider the wealth and culture existent in Africa at the time, as well as key developments in medicine, scholarship and religion.</p>	<p>What was life like in Tudor England?</p> <p><i>The development of Church, state and society in Medieval Britain 1066-1509</i></p> <p>Students will learn about the Tudor monarchs and the religious changes they implemented. They will consider the impact of these changes on England and explore historical interpretations of different individuals. Students will explore the idea of daily life during this period of history, considering the different experiences people had.</p>	<p>Why did Englishman fight Englishman in the 1600s?</p> <p><i>The development of Church, state and society in Britain 1509-1745</i></p> <p>Students will explore the causes of the English Civil War, linking back to the religious motives considered in earlier modules. They will explore the meaning of the concept of a republic and consider where the foundations of democracy lie by linking to earlier rebellions against the monarchy.</p>
Geography	<p>Fantastic Places</p> <p>An understanding of how human and physical processes influence and change landscapes, and how human activity relies on the effective functioning of natural systems.</p> <p>Build on knowledge of maps and atlases.</p> <p>Develops place knowledge and an understanding of similarities, differences and links between places.</p> <p>Develops locational knowledge and spatial</p>	<p>River Flooding</p> <p>Develop an understanding of physical geography by considering how physical processes lead to river flooding</p> <p>Develop an understanding of how human and physical processes interact to influence and change landscapes</p> <p>How much human activity relies on the effective functioning of natural systems.</p>	<p>Africa and Mobile Technology</p> <p>An enquiry approach to exploring what Africa is like now and the challenges and opportunities it faces in the future.</p> <p>An understanding of physical and human features of a region within Africa.</p> <p>An understanding of the key processes in relation to tourism, daily life and the exploitation of resources linked to mobile technology</p>	<p>Investigating Weather</p> <p>Appleton Microclimate Investigation</p> <p>An investigation into the microclimate of the academy.</p> <p>Developing an understanding of the role of the environments in affecting microclimate.</p> <p>Fieldwork to collect, analyse and draw conclusions Interpret aerial and satellite photographs.</p> <p>UK Extreme Weather</p>	<p>Anthropocene: The Age of Humans</p> <p>Develop an appreciation of the global issues facing our planet today and develop an awareness of the increasingly complex geographical systems in the world.</p> <p>An understanding of how human and physical processes interact to influence, and change landscapes, environments and the climate and how human activity relies on effective functioning of natural systems</p>	<p>Sustainable Living</p> <p>Revisit the idea of sustainability with a focus on identifying the features of sustainable urban living.</p> <p>Develop an understanding of the role of urban transport strategies as part of sustainable urban living.</p>

Year 7 Long Term Overview

	<p>awareness of the world's countries.</p> <p>Use of detailed place-based examples at a variety of scales.</p>	<p>Build on knowledge of globes, maps and atlases.</p>	<p>Develop an overview of the UK climate and the types of weather hazards experienced in the UK.</p> <p>Study a recent UK weather event to understand the causes before considering the economic and environmental impacts of it.</p>			
Art (Unit Carousel)	<p>Line and Tone Students will identify and explore the formal elements of line and tone and principles of art & design to form a clear understanding and foundation within the subject. This will provide a strong basis to develop skills and techniques in the future.</p> <p>This project will build and develop the students' basic skills of line and tone. Students will be exploring the different ways to use line to create patterns, texture and to represent real objects.</p> <p>They will be introduced to different shading pencils and will develop skills to create a range of different tones. They will consider how tone creates a sense of depth in drawings and paintings.</p>	<p>Insects Students will identify and explore the formal elements and principles of art & design to form a clear understanding and foundation within the subject. This project builds upon the drawing and tonal shading skills from their previous topic and develops colour blending skills. Students are introduced to a breadth of techniques, improving their dexterity, attention to detail & accuracy whilst using a variety of media. These include first-hand observational drawing, using a view finder, exploring stippling & cross-hatching, blending & directional shading with the aim of creating a range of tone and 3 dimensions in their work.</p> <p>Students will respond creatively to primary & secondary source imagery, developing their proficiency in using the seven formal elements, research a range of artists and the Ancient Egyptian culture to build upon their research & analytical skills.</p>	<p>Funky Fish In this project students will explore a variety of mediums to produce 'Funky Fish' artwork ending in a ceramic clay fish final piece. Students will build the basic skills of development in oil pastels, inking, sgraffito and 3D clay sculpting. Students will build upon their prior knowledge and skills gained in drawing in term 1 to produce different stylised drawings of fish in proportion. Students will then think about how their 2d drawings and designs will translate into a 3D ceramic sculpture. Students will continue to build upon their knowledge of colours, hot and cold, harmonious and how they will begin to apply these skills when blending paint within their work. Students will look at a number of artists within this project including Scarpace who using bright colours and bold lines to create an outcome.</p>			
DT (Unit Carousel)	<p>Food Healthy Eating Learners develop their knowledge and practical abilities in practical and theory lessons. Students recap the Eatwell guide and identify what nutrients each section provides and why we need the nutrients in our bodies. Students learn about health and safety and food safety looking at key temperatures and safe working of equipment. Students start to look at the production of foods and seasonal ingredients. Students develop their practical skills by promoting independence and focusing on developing safe practical skills in the food room. Bridge and claw, weighing, measuring, baking, simmering, boiling, roux sauce, mixing, grating, rubbing in, segmenting, slicing, chopping,</p>	<p>Product Design Acrylic clock Learners will work with resistant materials by using different specialist tools and equipment, they will also develop health and safety awareness in a workshop environment. Learners will develop their own style of designing and develop these ideas through product analysis and understanding the properties of acrylic plastic and putting these into 3D concepts through modelling and making.</p>	<p>Textiles Cultural Cushion Cover Learners will investigate and analyse a range of cultural design styles; focusing on pattern. Learners will build on sewing machine skills. developing skills and independence using sewing machines. Learners will explore a range of techniques and processes to include in their cushion cover design. Learners will learn to evaluate their successes and resolve problems.</p>			
PE	<p>Traditional Sports & OAA</p> <p>Football</p> <ul style="list-style-type: none"> Describe key points of the basic skill technique. Look at basic skills including passing, dribbling and shooting. <p>Badminton</p> <ul style="list-style-type: none"> Describe key points of the basic skill technique. Looking at the basic shots that are available, including overhead clear and drop shot. Looking at the different styles of serves. <p>OAA</p> <ul style="list-style-type: none"> Develop team building skills to solve problems and complete tasks. Build up resilience and put resilience into practice when using the climbing wall. 	<p>Non-Traditional Sports</p> <p>Dance</p> <ul style="list-style-type: none"> Will be able to replicate subject specific movement material Will be able to choreograph movement/sequences independently <p>Gymnastics</p> <ul style="list-style-type: none"> Demonstrate skills and techniques required to perform various gymnastics moves. Evaluate own and others performance and plan for improvements in future. <p>Gym and Fitness</p> <ul style="list-style-type: none"> To build up students fitness over a period of several weeks, linking in previous knowledge on components of fitness. 	<p>Athletics</p> <p>Improvement on Physical Fitness using components of fitness.</p> <p>Students will experience a range of athletic events, both track and field</p> <p>Students should all have an understanding of technique required to perform effectively in a number of athletic events. To enable success in extra</p>	<p>Summer Sports</p> <p>Rounders, Cricket & Softball</p> <ul style="list-style-type: none"> Students will demonstrate skills and techniques required to perform effectively in rounders, cricket and softball. To be able to be able perform the basic rounders, cricketing and softball skills e.g. receiving and catching the ball, 		

Year 7 Long Term Overview

		<ul style="list-style-type: none"> Students to have basic knowledge on names of muscles and bones. <p>Tchoukball</p> <ul style="list-style-type: none"> Develop key skills and knowledge on the game to allow them to play in competitive situations. Describe key points of basic throwing and catching techniques within tchoukball. <p>Trampolining</p> <ul style="list-style-type: none"> Develop key knowledge on the health and safety. Understand how to perform basic movements on the trampoline <p>Handball</p> <ul style="list-style-type: none"> Describe key points of basic throwing and catching techniques within handball Describe key points on how to perform basic movements Gain a clear understanding of how to play the game and demonstrate this in a competitive situation 	<p>curricular and sports day.</p> <p>Students should have a result for events they complete that can be compared to ESAA rankings.</p>	<p>intercepting, throwing, hitting, running between posts, post work, tactics, team work and bowling.</p> <ul style="list-style-type: none"> To incorporate these skills into small sided and full sided games of rounders, softball and cricket. 		
Digital Literacy	<p>Digital Literacy</p> <p>NC Points 5, 7, 8 and 9</p> <p>Learners will learn how to log on and use Office 365 and Windows 10 Appleton Academy resources productively and safely. Learners will be shown their network storage and how to submit work for assessment. They will be shown how to set up their files and folders following department guidelines and will be shown how they will be assessed. The focus will then move on to using local and cloud-based resources collaboratively across a range of devices to produce group-made products. The final focus will be on E-safety, particularly the 'digital footprint'.</p> <p>Development from: Y1-Y6 HT1 e-safety. Supporting: continuing safe and productive use of internet enabled devices and software throughout secondary Rationale: Collaborative, cloud-based working is an essential skill in the digital age and will be the norm for working in most industries using ICT. This area of e-safety can cause difficult and long-term pastoral problems in secondary.</p>	<p>Fundamentals of Computing</p> <p>NC Points 1, 2, 3, 4 and 6</p> <p>This unit introduces learners to binary. They will study how computers communicate in base 2 and convert a mixture of denary and binary numbers to their alternative forms. Following this, students will program with Microsoft's block-based editor and the BBC Micro:bit computers, designing algorithms that solve a given purpose as well as developing computational thinking skills along the way. They will then be introduced to audio programming elements. Cross-curricular links with Music (Songs/compositions from music mirrored in this unit).</p> <p>Development from: Y1 HT2,3,5 pictograms, lego builders, coding, Y2 HT2 coding, Y3 HT2,3,5 coding, spreadsheets, databases, Y4 HT 3,4,5 coding, spreadsheets, databases, Y5 HT2,3,4,5 coding, spreadsheets, databases, Y6 HT 2,3,4,6 coding, spreadsheets, text adventures, databases Supporting: computational thinking, future programming option choices Rationale: understanding binary and algorithms improves numeracy and logical/computational thinking skills.</p>	<p>Graphic Design</p> <p>NC Points 7 and 8</p> <p>This unit introduces learners to key concepts of 2D graphic design and digital graphics. There will be a focus on bitmap image creation and editing using Adobe Photoshop and vector image creation and editing using Adobe Illustrator. To form an industry link, these new skills will be applied via a set brief from a local graphic designer, who will judge the responses and choose winners to be given awards in year group assembly.</p> <p>Development from: Y2 HT6 creating pictures, Y7 HT3-4 Fundamentals of computing. Supporting: KS4 options art, photography, product design, CMP, iMedia, media studies. Rationale: introducing learners to Photoshop and Illustrator early will encourage their artistry and not to rely on proprietary image enhancements and filters. It will also help to alleviate knowledge gap/ misconceptions in KS4.</p>			
MFL (Spanish)	<p>¡Nos conocemos!</p> <p>Pupils will:</p> <ul style="list-style-type: none"> explore how sound symbol relationships in Spanish differ from English. use tongue twisters, poems and songs to practise their Spanish pronunciation. introduce themselves. give information about basic likes and dislikes. discover the countries in which Spanish is an official language. 	<p>¡Pintamos con palabras!</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to improve their pronunciation through implicit and explicit phonics instruction. describe their own appearance and personality. describe the appearance and personality of those important to them. explain whether they have any pets and describe animals, both domestic and wild. 	<p>¡Ampliando horizontes!</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to improve their pronunciation through implicit and explicit phonics instruction. explain what sports they play. give their opinions on different sports and start to justify these. increase their understanding of important elements of Spanish culture by learning about El Clásico, Hispanic sports, Hispanic 	<p>¡Ampliando horizontes!</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to improve their pronunciation through implicit and explicit phonics instruction. explain how often they and others watch different types of TV programmes and films. explain if they are artistic. give their opinion on some famous works of art by Hispanic artists. 	<p>¡Fiestas y festivales!</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to improve their pronunciation through implicit and explicit phonics instruction. gain an understanding of how different festivals are celebrated in the Spanish-speaking world. gain an understanding of the reasons for which these festivals are celebrated. 	<p>¡En la ciudad!</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to improve their pronunciation through implicit and explicit phonics instruction. describe the location and features of Bradford. explore cities in Spanish-speaking countries. describe and evaluate cities in Spanish-speaking countries. compare different cities in Spanish-speaking countries.

Year 7 Long Term Overview

	<ul style="list-style-type: none"> • get to know these countries. 	<ul style="list-style-type: none"> • start to describe images. • begin to understand how festivals might be celebrated differently in Spanish-speaking countries. 	<p>instruments and genres of Hispanic music.</p> <ul style="list-style-type: none"> • explain if they would like to try a new sport and why. • explain if they play an instrument. • explain which is their favourite type of music and why. • bring together their ideas on music and sport to present more information about themselves. 	<ul style="list-style-type: none"> • explain how often and what they and others read. 	<ul style="list-style-type: none"> • describe the key points of some Hispanic festivals. • give their justified opinion on different Hispanic festivals. • explain which festivals they would like to experience and why. • present information about a festival which they celebrate for a Spanish-speaking audience. 	<ul style="list-style-type: none"> • explain where they would like to live/visit in the future. • describe images of different cities around the world. • describe the climate in different cities.
RE	<p>Why do we study RE?</p> <p>(Six major world religions) Assess the most important reasons why religion and worldviews are studied. Analyse how experiences can have an impact on a person's beliefs, causing them to change over time. Use subject specific vocabulary appropriately in discussion and writing. Define key religious terms. Explain the reasons for different perspectives.</p>		<p>What forms a fair and & equal society?</p> <p>(Christianity, Islam, Sikhism) Build on knowledge from previous RE unit and connect to the issues and injustices in society and religion's responses to this. Religions are not taught in isolation but knowledge and understanding is built upon from how different religious beliefs share similar understandings and responses to society's challenges e.g. gender discrimination and poverty.</p>		<p>Is only human life valuable?</p> <p>(Buddhism, Hinduism, Humanism) Connecting threads from previous unit on fairness and equality to reflecting moral teachings around non-human life. Students step outside the realms of human life to exploring wider issues, ideas and religious teachings that involve animals exploring; reincarnation, rebirth and literature that have used animals as key character to better human understanding. Skills linked to analysis, religious scriptural teachings and evaluation like the previous units.</p>	
PSHCE	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Managing Change • The changing body • Becoming a better learner • Dealing with emergencies • Inappropriate behaviour • CSE and grooming <p>Personal safety</p>		<p>Relationships</p> <ul style="list-style-type: none"> • Healthy relationships • Consent • Diversity • Who am I? • Bullying <p>Standing up to discrimination</p>		<p>Living in the wider world</p> <ul style="list-style-type: none"> • Enterprise • Equality and opportunity • My aspirations • Financial safety • My finances <p>Risk taking behaviour</p>	
Music	<p>I Got Rhythm</p> <p>Through body percussion and beat-boxing students will:</p> <ul style="list-style-type: none"> • Learn the difference between pulse and rhythm. • Identify and perform basic rhythm patterns using the Kodaly method. • Identify and perform rests • Compose using rhythm grids and staff notation. • Perform as a solo, in unison and as an ensemble. 	<p>I Got Rhythm II</p> <p>Through the study of chair drumming and drum kit students will:</p> <ul style="list-style-type: none"> • Learn about drum notation and compare this to staff notation and rhythm grids. • Learn about the parts of the drum kit. • Learn and rehearse the rock beat (1/4 and 1/8 note) • Apply their learning to Rock School Debut graded music: My Name Is – Eminem Yellow – Coldplay 	<p>Sonority City</p> <p>Through keyboards and orchestral instruments.</p> <ul style="list-style-type: none"> • Learn about the layout and structure of the symphony orchestra. • Develop an understanding of musical instruments and how they are played. • Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra'. • Learn to perform "Peer Gynt – Hall of the Mountain King" • Learn about the origins and uses of fanfares. 	<p>Form & Structure</p> <p>Through Music Technology and Bandlab students will:</p> <ul style="list-style-type: none"> • Identify the key features of a DAW. • Learn how to use Bandlab effectively. • Understand basic musical forms and structures: Question and Answer Phrases, Binary Form (AB), Ternary Form (ABA) through the sequencing of Ode to Joy. • Perform and create simple pieces within given musical structures. • Identify repetition and recurring "A" sections when listening to a range of music. 	<p>Folk Music</p> <p>Through a variety of instruments students will:</p> <ul style="list-style-type: none"> • Recognise Folk Music as a genre distinct from other styles and genres of music. • Understand the structure of simple Folk Songs: <i>Intro, Verse, Chorus/Refrain</i>. • Perform and sing Folk Song melodies in unison. • Provide harmonic accompaniments to Folk Songs: <i>drone, pedal, simple keyboard chords</i>. • Follow lyrics, melody, and chords on Lead Sheets. • Create arrangements of Folk Songs from Lead Sheets. 	<p>Ukulele & Band Skills</p> <p>With a focus on the ukulele and the use of other instruments students will:</p> <ul style="list-style-type: none"> • Identify what a chord/triad is and how it is made on keyboard and ukulele. • Learn how to create major and minor chords. • Perform and create chord patterns in large and small ensembles. • Learn about the role chords play in a pop song. • In small ensembles, prepare, rehearse and perform a verse/chorus of a pop song using a lead sheet.

Year 7 Long Term Overview

Drama	<p>Commedia D'ell Arte</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Learn basic rules of performance and audience awareness. • Explore stock characters and their basic characterisation. • Use techniques such as freeze frames, thought tracking, narration and mime. • Create a performance in the style of Commedia D'ell Arte focusing on characterisation and basic performance expectations on stage. 	<p>Pantomime</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Explore features of Pantomime. • Learn about vocal and physical skills through characterisation of stock characters. • Explore set and costume design in Pantomime. • Perform a pantomime script. 	<p>Inside Out</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Identify the dramatic skills needed to communicate an emotion on stage. • Learn how to use vocal and physical skills to communicate a character's feelings, motivation and intentions. • Use techniques such as freeze frames, thought tracking, narration and mime. • Use naturalistic and non-naturalistic techniques to explore a character's inner thoughts. 	<p>Darkwood Manor</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Explore non-naturalistic techniques. • Identify the key features of a horror story including gothic. • Learn how to create atmosphere and tension. • Create a horror story and perform using techniques such as; object imagery, soundscape, absent focus and conscience corridors 	<p>Peter Pan (Live Theatre)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Watch National Theatre version of Peter Pan. • Analyse the performance and set design. • Explore the role of Set Designer in the Theatre industry and create a Model Box of a scene from Peter Pan. • Perform a scene from Peter Pan, using stage blocks and explore the use of levels, gesture and ensemble work to create imagery on stage. 	<p>Roald Dahl & Matilda (Musical Theatre)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Learn key features of Musical Theatre • Analyse characters from Matilda the Musical • Read and devise from key excerpts from Roald Dahl's book. • Learn basic choreography to "Revolt Children" and choreograph a duet (16-beat). • Learn vocal exercises and sing in chorus to "Revolt Children". • Perform "Revolt Children" using acting, singing and movement.
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